

English

Lesson Plans

Level 5

Term 1

English

Lesson Plans

Level 5

Term 1

Level: 5

Term: 1

Week: 1

Day: 1

Lesson Plan

Communication

- 1. Objectives:** The learners will be able to:
- focus on sounds of all alphabet letters
- use proper noun properly
- 2. Function:** Learning the sound
- 3. Activity:** Reading Writing sentences
- 4. Material:** Worksheet

5. Procedure:

- a. Ask them to revise the sounds of alphabet letters. Write few letters randomly and ask their sounds. Write some proper nouns with the same letter sounds.

e.g b – ba- Bshia
 c- ka- camy
 z – zee- zubair

b. Worksheet

Task 1:

- You read each sentence and the class reads after you.
- Ask them to read each sentences, turn by turn- one student at home.

Task 2:

Divide the class in groups. Ask them to find the names of persons in there own language. The names should begin with the same sound letter. Which is mostly used in the sentence word. Give feedback. Proper noun. Leaves the letter – x – as there are not common with this letter.

Feedback:

Each group reads their sentences together in a rhythmic voice

Task 3:

Ask them to write another sentences under each sentences, using the new Names of person the sentence words should be replaces, taking the same sound of the sentences words.

Feedback:

Each group reads out one sentence at a time and keep on reading as the alphabet moves (from A to Z)

6. Follow Up:

Write ten sentences, taking any ten letter sounds.

Level: 5
Term: 1
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Day: 1

Worksheet

Date

Task 1: Read the sentences together.

Task 2: Find a name for each sentence. The name should begin with the same sound letter, which is mostly used in the sentence words. The first is done for you.

A _____

B _____

C _____

D _____

E _____

F _____

G _____

H _____

I _____

J _____

K _____

L _____

M _____

N _____

O _____

P _____

Q _____

R _____

S _____

T _____

U _____

V _____

W _____

X _____

Y _____

Z _____

Level: 5

Term: 1

Week: 1

Day: 2

Lesson Plan

Communication

1. Objectives: The learners will be able to:

- ask for something
- make a polite request

2. Function: asking for something politely

3. Activity: Dialogue Practice

4. Material: Worksheets

5. Procedure:

a. Ask the following

1. What the word. you can use for making request? (Please)
2. Is there any other way of making request (May)

b. Explain That

"For being polite and courteous, we use the work ' May' for asking permission"

c. Worksheet

- Explain the situation
- Read the dialogue with rising and falling tones

d. Dialogue Practice

- Saying by the teacher
- Saying after the teacher
- Role play in Groups
- Individual Practice

e. Further Practice

Ask them to replace the words and practice

Level: 5
Term: 1
Week: 1
Day: 2

Worksheet

Communication

On the Dining Table.

Task 1: Say the dialogue.

Salma: Uzma, may I have some rice, please.

Uzma: Yes, here it is.

Omer: Please, give me some water.



Salma: Here you are.

Uzma: Shall I give you some fruit?

Omer: No, thank you.

Task 2: Repeat the same dialogue. Substitute different foods and the speaker.

- rice / Dal, Curry, Kabab, bread, salt
- water / Lassi, drink, Juice, Pepsi, Miranda
- fruit / apple, orange, banana, melon

Level: 5

Term: 1

Week: 1

Day: 3 & 4

Lesson Plan

Communication

- 1. Objectives:** The learners will be able to:
form questions on the past activity
 - 2. Function:** Asking and answering about past actions
 - 3. Activity:** Picture reading and writing
 - 4. Material:** Worksheet (2 pages)
-

5. Procedure

a. Pre – Writing

- Talk about birthday and the gift. Ask randomly what they got on time last birthdays.

b. Worksheet (Page 1)

- Discuss the picture, given on the worksheet
- Ask questions orally. If you feel they need more clarification, they explain on the board how questions on the past actions are formed.

c. Worksheet (page 2)

- Discuss the pictures of each and take responses.
- Ask them to write questions about the given answer.

d. If time allows ask questions on the remaining pictures.

6. Follow up

- What did you get on your last birthday and what gifts you gave to your friends year.

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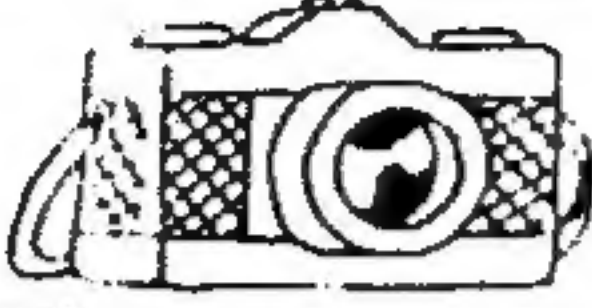



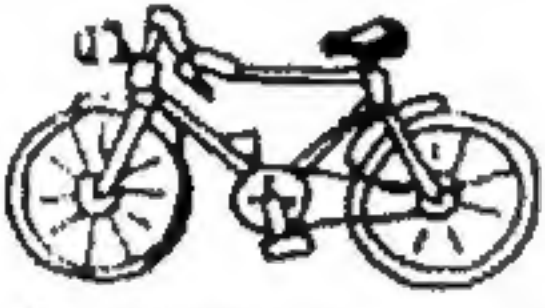
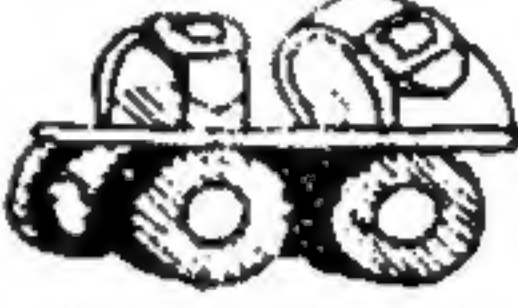
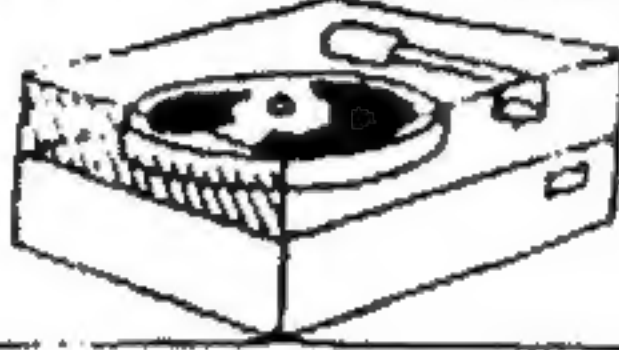

Day: 3 4 4

Worksheet

Date

Page 1

What did the friends get for their last birthday? Ask and answer in pairs.

Raheel		
Anna		
Ali		
Samira		

Task 1: Write questions and answers about each.

1. What did Raheel get for his birthday?

2. _____

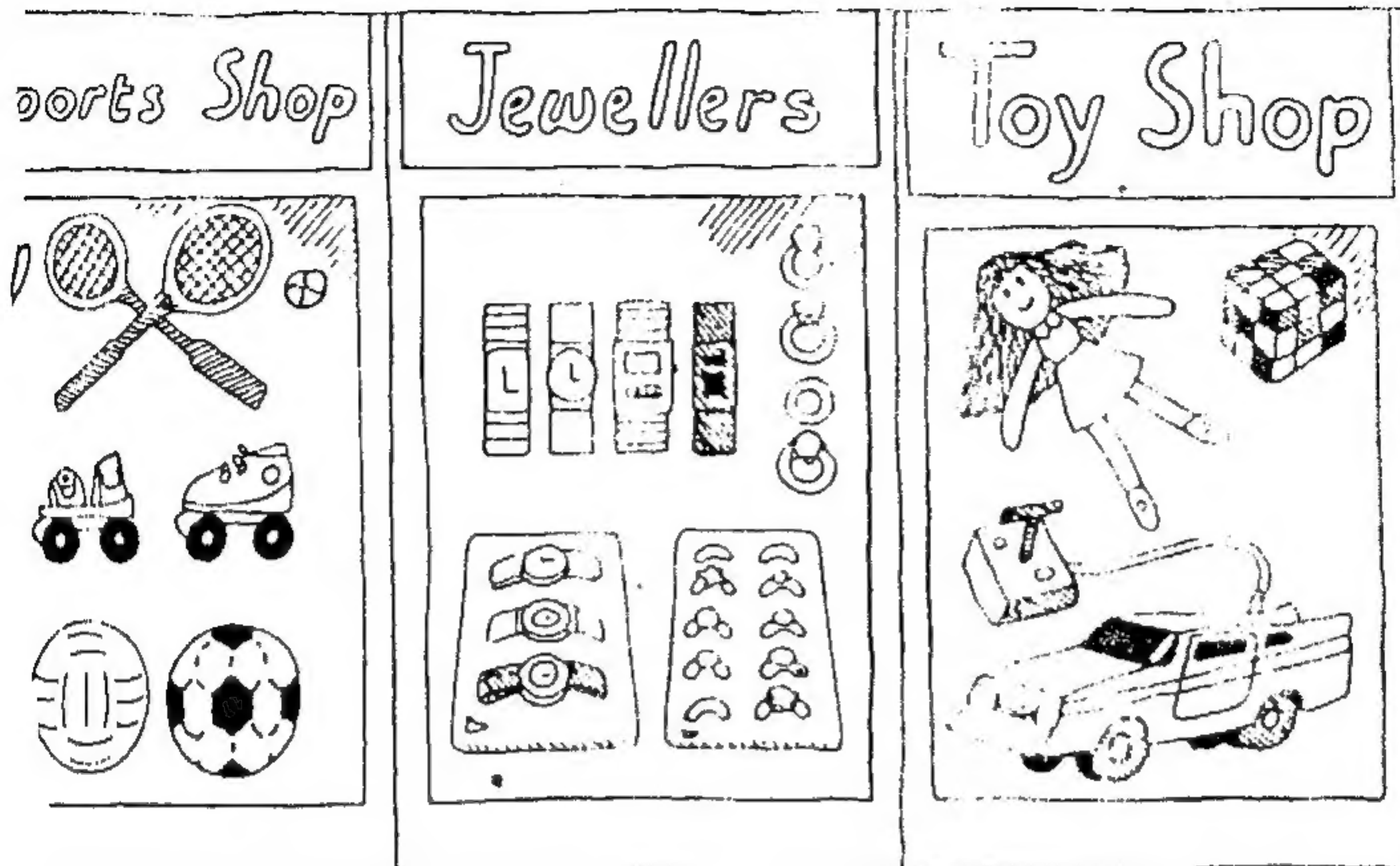
3. _____

4. _____

Level: 5
 Term: 1
 Week: 1
 Day: 3 & 4

Worksheet
 page 2

Writing



sk 2: Write Questions.

1. Where did you get the car from? I got it from the toy's shop.
2. _____ I got them from the jeweler's shop.
3. _____ I got it from the sport's shop.
4. _____ I got them from the sport's shop.
5. _____ I got it from the jeweler's shop
6. _____ I got it from the toy's shop.

Level 5 Term 1 Week 1 Day 5

Note: Do not write any thing on book.

Do page 1 from Get Ahead English Book 6

Level 5 Term 1 Week 1 Day 6

Assessment # 1

Note: Take the assessment in copies.

Task 1 /4

Write questions of the following answers.

- 1 I got balls from the sport's shop.
- 2 I got toy from the toy's shop.

Task 2 /6

Fill in the blanks with the verbs from the box.

Teaches ■ treats carries

- 1 A teacher _____ her students.
- 2 A doctor _____ her patients.
- 3 A railway porter _____ suitcases.

Level: 5

Term: 1

Week: 2

Day: 1

Lesson Plan

Communication

- | | |
|-----------------------|--|
| 1. Objectives: | The learners will be able to:
make new words with the change of the vowel letters |
| 2. Function: | Pronouncing properly |
| 3. Activity: | Work Making |
| 4. Material: | Worksheet (2 Pages) |

5. Procedure:

- a. Prepare your students for revision of long and short sounds of vowels.
- b. Take a few examples from the worksheet and write on the board. Explain that vowel letters play magic in making new words, where they stand in the middle or at the end.
- c. Worksheet
 - Task 1:
 - Read the words and ask them to pronounce properly
 - Ask them to make new words by adding vowel letters, one by one
 - Task 2: Pair Work

Peer checking and Feedback

6. Follow Up:

Repeat Task 2. students can write only five words for each V letter.

Level: 5

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Week: 2

Day: 1

Worksheet

Communication

Task 1: Meet magic letter "a , e, e, o, u" when they stand next to words, they can make magic and make new words.

Rat -----

glad -----

Bade -----

pal -----

Fat -----

hat -----

Mad -----

tap -----

Mat -----

hat -----

Fin -----

hid -----

Bit -----

dim -----

Tins -----

rid -----

Sit -----

kit -----

Pin -----

sit -----

Pip -----

spin -----

Rob -----

rod -----

Hop -----

rot -----

Not -----

cod -----

Cut -----

tub -----

Cub -----

use -----

How many words can you make with:

a in the middle

had
.....

e in the middle

beg
.....

i in the middle

bit
.....

o in the middle

pot
.....

u in the middle

cup
.....

Level: 5

Term: 1

Week: 2

Day: 2

Lesson Plan

Communication

- 1. Objectives:** The learners will be able to:
 - to read and enjoy the rhyming of poetry
 - to read for pleasure
 - 2. Skill:** Reading Aloud
 - 3. Topic:** 'I wish'
 - 4. Material:** Poem Page, Worksheets
-

5. Procedure:

a. Pre – Reading

Ask the following questions

1. Who is the youngest child in the family?
2. Who is the eldest child in the family?
3. Do you like to be the youngest?
4. Do you like to be the eldest?

b. Follow the suggested procedure. See orientation pages. given at the back

c. Worksheet

6. Follow Up:

Write any four lines of the poem, you like

Level: 5

Term: 1

Week: 2

Day: 2

Poem Page

I Wish... Poem

I'm tired of being little,
I'm sick of being thin,
I wish that I were giant size
I wish I had whiskers on my chin.



No one would dare to tease me
Or take away my toys
For I would be much bigger
Than the biggest of the boys.

I'd never be afraid again,
I'd be ten foot three,
I wish that I were giant size
I'd be so big that I'd be
No one would dare to tease me

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He said I said you said she said that?
He did. He said you said she said that.

Level: 5

Term: 1

Week: 2

Day: 2

Worksheet

Date

Task 1: Read the poem again and find out

1. Write those things which the boy doesn't like

Task 2. What those things which the boy likes.....

Level: 5

Term: 1

Week: 2

Day: 3

Lesson Plan

Writing

1. **Objectives:** The learners will be able to:
 - Write sentences about future planning during writing
 - practise the use of "going to"
 2. **Function:** Telling about future plans
 3. **Activity:** Parallel Writing
 4. **Material:** Worksheet
-

5. Procedure

a. Pre Writing

- Tell them briefly about yourself. What plans you have this year.
- Ask if they have some plans about different things this year.

b. Worksheet

Task 1: - Explain that Bronty is a child of Dinosaurs and he is telling us about his future plans. He writes his plans in his Dairy

c. Task 2

- Discuss what they have planned to do things this year and what are those things. They planned not to do.
- Also explain to them that for future planning, we use "going to" in place of future verb - will
- Students can work in pairs or in groups

Peer Work and Feedback

6. Follow Up:

Write what your friend is going to do this year.

Level: 5

Term: 1

Week: 2

Day: 3

Worksheet

Writing

Task 1: Read Bronty's Diary.

Read Bronty's diary.



Dear diary,

This year I'm going to be very good. I'm going to be nice to all my friends. I'm going to tidy my cave every day. I'm going to read a book in English every week. I'm not going to watch TV every night. I'm not going to get up late in the morning. This year I'm going to be fantastically good.

Task 2: Now you write your diary for this year.

Level 5 Term 1 Week 2 Day 4

Note: Do not write any thing on book.

Do page 2 from Get Ahead English Book 6

Level 5 Term 1 Week 2 Day 5

Note: Do not write any thing on book.

Do pages 3/4 from Get Ahead English Book 6

Level 5 Term 1 Week 2 Day 6

Assessment # 2

Note: Take the assessment in copies.

Task 1 /5

Write 5 things you like.

Task 2 /5

Write a short paragraph about your favorite season of the year.

Level: 5

Term: 1

Week: 3

Day: 1

Lesson Plan

Communication

1. Objectives: The learners will be able to:
focus on difference in the vowel sound
2. Function: learning the sounds and spelling
3. Activity: Listening Exercise (Same or different)
4. Material: Worksheet

5. Procedure

- a. - Explain the difference in the vowel sound
- Write examples on the board with -ea- words and -i- words
- b. Worksheet

Task 1:

Say the pair of words properly and ask your student to hear the difference in the vowel sound.

Task 2: (Same or different)

Read some pairs of words from the list with the same sound and some pairs with different sound. After each pair of words, students indicate and say whether it is "same" or "different"

Ex:	Tr. Says:	SS says:
	- S it, knit,	'same'
	- sit, set	'different'

Task 3: You say one word from the list and the students say the word such has a contrasting sound.

e.g. you say "ship"
ss say "sheep"

Task 4: You read one sentence at a time. Student first listen and then repeat the Sentences.

- Group reading
- Paired reading
- Individual reading

6. Follow Up:

Make a list of the pairs with contrasting sound

Level: 5

Term: 1

Week: 3

Day: 1

Worksheet

Communication

Task 1: Listen as your teachers the following pairs of words. In each pair try to hear the difference in the vowel sound.

ea

i

ea

i

seat

sil

sheep

ship

neat

knit

leave

live

we'll

will

peak

pick

he'll

hill

deep

dip

peel

pill

heat

hit

Task 2: Listen to our teacher and find out whether she is saying the same sound words or different sound words.

Task 3: Say the contrasting words. If your teacher shays "ship" you shay "sheap".

Task 4: Repeat the following sentences.

1. Come sit on this seat and keep me company.
2. The ship carried a cargo of sheep from New Zealand to Australia.
3. These shoes don't fit my feet anymore
4. I still think that suspicious-looking guy is going to steal something.
5. He thinks it's easy to take care of children, but it's not.
6. The car licked up all the milk that had leaked out the cartoon.
7. If I spend too much time at the beach, my skin begins to itch.
8. We went for a dip in the deep pool of green water.

Level: 5

Term: 1

Week: 3

Day: 2 and 3

Lesson Plan

Writing

1. Objectives: The learners will be able to:
 - understand the difference between main sentence and clause.
 - join the clause with main sentences
 2. Skill: Making longer sentences
 3. Topic: Sentence combining
 4. Material: Worksheet
-

5. Procedure:

- a. Write the following in a chart using two colours, and display the chart on the board.

A sentence is a group of words that make sense on its own. It always contains a verb.

A clause is a separate part of a sentence which joins with the main sentences with the following words

Who, Which, That, Where

- b. Write examples on the board. Use two colours for the main sentence and the clause.
The difference between the main sentences and the clause.

- I saw a man in the street (who was wearing glasses)
- This is the book (that / which has a lot of information)
- There is a small house (where Ahsan lives)

- c. Worksheet (Pair / Group Work)

Task 1

Task 2

Task 3

Peer checking and feedback

6. Follow Up:

Repeat any one to the task

Level: 5

Term: 1

Week: 3

Day: 2 & 3

Work Sheet

Writing

Task 1: Separate the clause from the main sentence and write it below.

1. Razi wrote the letter which arrived this morning.

2. There is a part where we play football every day.

3. Naseem has a cat who is black and white.

4. Look at the pictures that are on page 6

Task 2: Read the sentences. Take out the main sentences and write them below.

1. Ilyas, who was hiding behind the tree, caught by Ali.

2. I know the place where Kashif lives.

3. The car that his father has bought last month, had been stolen today.

4. This the book which I like to buy.

Task 3: **Combine these pair of sentences using who, which where, that**

1. Ayesha is my friend.
She live in the house.

-
2. I saw a lady
She words in this hospital.

-
3. There's the house
My uncle lives in it

-
4. The cat ate meet. She was asleep on the carpet

-
5. Karachi is a big city.
It has got a big harbors.
-

6. Saif was watching a cartoon movie.
I like that movies very much.
-

Level 5 Term 1 Week 3 Day 4

Note: Do not write any thing on book.

Do page 5 from Get Ahead English Book 6

Level 5 Term 1 Week 3 Day 5

Note: Do not write any thing on book.

Do page 6 from Get Ahead English Book 6

Assessment # 3

Note: Take the assessment in copies.

Task 1 /4

Read the sentences and write the main sentences.

- 1 I know the place where Kashif lives.
- 2 The book that I like to buy, has been sold out.

Task 2 /6

Combine these pair of sentences using the following words.

(who, which, where, that)

- 1 Ayesha is my friend.
 She lives in the house.
- 2 I saw a lady
 She works in this hospital.
- 3 The cat eat meat.
 She was asleep on the carpet.

Level: 5

Term: 1

Week: 4

Day: 1

Lesson Plan

Communication

- 1. Objectives:** The learners will be able to:
focus on words with the same sound and different in spelling
 - 2. Function:** Learning the sound and spelling of the words
 - 3. Activity:** Word Activity
 - 4. Material:** Worksheet **(Sound Like.....)**
-

5. Procedure:

- a. Write the following on the board and give example. Take help from students in taking examples.

b. Worksheet

Discuss each task one by one. Take oral feedback and then ask them to do. They should work in pairs or groups.

Task 1: Complete the sentences

Task 2: Write sentences

Task 3: Complete the sentences

Task 4: Correct the spelling

6. Follow Up:

Choose any task.

Day: 1

Worksheet

Communication

Task 1: Look at these pair of words.

There (place) their (belongs to) Their tent s over there.

Here (place) hear (sound) You can hear the noise from here.

Where (place)	wear (put on)	Where is the hat I want to wear
at the beach	sun hat	at the beach
at the office	business hat	at the office
at the party	party hat	at the party
at the wedding	wedding hat	at the wedding
at the funeral	funeral hat	at the funeral
at the church	church hat	at the church
at the school	school hat	at the school
at the hospital	hospital hat	at the hospital
at the airport	airport hat	at the airport
at the train station	train station hat	at the train station
at the bus stop	bus stop hat	at the bus stop
at the subway	subway hat	at the subway
at the park	park hat	at the park
at the zoo	zoo hat	at the zoo
at the museum	museum hat	at the museum
at the library	library hat	at the library
at the bookstore	bookstore hat	at the bookstore
at the cafe	cafe hat	at the cafe
at the restaurant	restaurant hat	at the restaurant
at the hotel	hotel hat	at the hotel
at the airport	airport hat	at the airport
at the train station	train station hat	at the train station
at the bus stop	bus stop hat	at the bus stop
at the subway	subway hat	at the subway
at the park	park hat	at the park
at the zoo	zoo hat	at the zoo
at the museum	museum hat	at the museum
at the library	library hat	at the library
at the bookstore	bookstore hat	at the bookstore
at the cafe	cafe hat	at the cafe
at the restaurant	restaurant hat	at the restaurant
at the hotel	hotel hat	at the hotel

Task 2: Write sentences of your own using:

Here _____

Hear

Where

Wear

There

Their

Task 3: Look at these words.

To	two	too
Is a short word that sounds	is the number	is tooo much

Two boys went to the cinema and ate too much popcorn!

There are many apples fit into just
two / too / to two / too / to

two / too / to bags.

Take these two / too / to Lemons back two / too / to the shop

because they are _____ hard

Read at this joke carefully.

There ~~/-Their~~ were to policemen walking along Brook Street at night. They saw a man crawling on the ground. He was too busy to notice them.

"Hello!" they cried loud.

"No need to shout", Said the man, "I can here you".

"Have you lost something?" asked the policemen.

"Yes," said the man, "The gold ring I where on my little finger dropped off in Silver Street".

The policemen scratched there heads. "Where did you drop it"? They asked, "In silver street," the man said. "So why are you looking for it in Brook Street"? the policemen said. "Because there is more light hear" replied the man.

Task: Cross out the wrong spellings and rewrite the paragraph with correct spellings. One has been done for you.

Level: 5

Term: 1

Week: 4

Day: 2 & 3

Lesson Plan

Writing

1. Objectives: The learners will be able to:
write paragraph on the topic 'Zoo'
2. Function: Composing ideas
3. Activity: Narrating and Describing
4. Material: Worksheet (Zoo)

5. Procedure:

- a. -Talk about holidays and vocation and where they like to go if they are not going out of station.
- Ask them to think about a place when they find variety of animals.

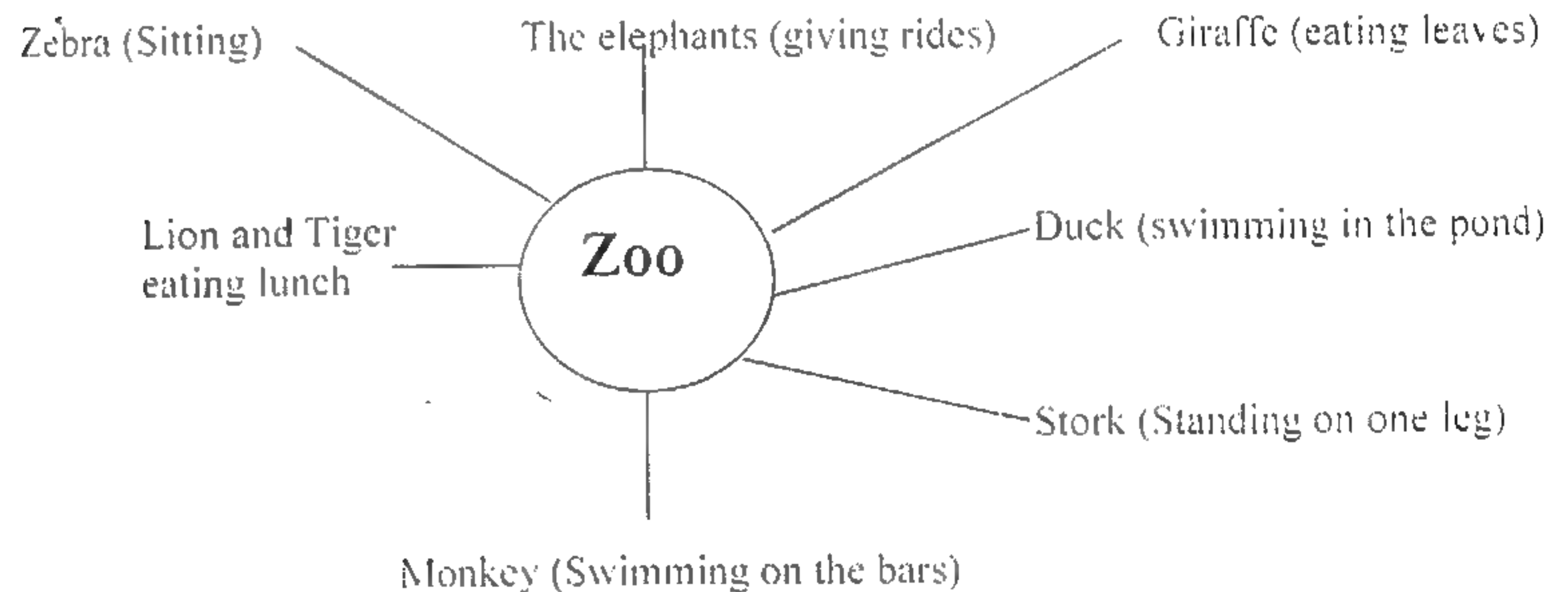
b. Announcement of topic

- Write the following sentences on the board
'We saw many birds and animals in the Zoo' Take oral responses

c. Brain Storming

- Draw a circle on the board and write the topic "Zoo" in it.
- Discuss each point given at the web and write on the board.
- They can add some more of their own if they like.
- Make them sit in groups and write. They should take start with the topic sentence, written at the board.

Can u think of what you would see in the zoo.



Date _____

Last Sunday we saw many birds and animals in the zoo.



Level 5 Term 1 Week 4 Day 4

. Note: Do not write any thing on book.

Do page 7 from Get Ahead English Book 6

Level 5 Term 1 Week 4 Day 5

Note: Do not write any thing on book.

Do page 8 from Get Ahead English Book 6

Level 5

Term 1

Week 4

Day 6

Assessment # 4

Note: Take the assessment in copies.

Task 1

/4

Write sentences of your own by using the following words.

Here.

Hear.

Where.

Wear.

Task 2

/6

Write a paragraph on “ a visit to a zoo”

Level: 5		
Term: 1	Lesson Plan	Communication
Week: 5		
Day: 1		

1. Objectives: The learners will be able to.
 - learn spellings with the help of sounds.
 - focus on same sound with different spellings. (ea / ee)
2. Function: Learning spellings.
3. Activity: Word games.
4. Material: Worksheet (Spelling games)

5. Procedure:

a. Explain that;

“Sometimes words have the same sound but spellings are different.”
e.g.....Sea / See

b: Worksheet

- The tasks given in the worksheet are spelling games, which can help students to concentrate on the difficult parts of words.
- Explain each task properly. First do it orally with them.
- Each task should follow peer checking and feedback.

Task 1. Complete the rhymes.

Task 2. Make the little words out of the big one.

Task 3. Complete these rhymes.

Task 4. Make short words from these long ones.

Task 5. Fill in the gaps in rhymes.

6. Follow up:

Repeat any task of the worksheet.

7. Free writing. 5 Min

Level: 1

Term: 1

Week: 5

Day: 1

Worksheet

Communication

Spelling Games

Task 1: Complete these rhymes.

Granfa Grigg
Had a pig
In af - - ld of clover
Piggy d - - d
Granfa cr - - d,
And all the fun was over

A sailor went to se-
To se- what he could se-
And all that he could se-
Was se-, se- se-!

Task 2: Make little words out of big ones.

v e g e t a b l e
g e t
t a b
t a b l e
a b e l

t e a c h e r
t - -
t - - -
e - - -
h -
h - -

f i s h e r m a n
f - - -
f - - - - -
s - -
h -
h - -

m - -
a -

m a n u f a c t u r i n g
m - -
a -
f - - -
a - - -
r - - -

Task 3: Complete these rhymes.

I s c r - - m,

God made the bees,

You scr - - m,

bees make hon - -.

We all scr - - m!

we do the work

For ice-cr - - m!

But the t - - chers get the mon - -

Task 4: Make short words from these long ones.

photographer

therefore

Independent

whatever

Task 5: Fill the gaps in this rhyme.

On sat - rday night I lost my wife

And w- ere do you think I f - - nd her?

Up in the m - - n

Singing a t - n -,

With all the strs ar- - nd her!

Level: 5

Term: 1

Week: 5

Day: 2

Lesson Plan

Worksheet

1. Objectives: The learners will be able to:
 - listen and follow
 - focus on preposition and prepositional phrases
2. Function: Learning the directions
3. Activity: Listen and Draw
4. Material: Worksheet (fixing up the kitchen)

5. Procedure:

- a. Prepare the class for drawing
- b. Write the following prepositions on the board and check if they are clear about them

Against, in front of, on the left, on the right
Next to, between, on the right, in the corner
In the middle of,

c. Worksheet

Explain the task. Ask them to work in pairs

Listening Text

1. The dryer against the wall opposite the living room door.
2. The sink is in front of the window.
3. The bin is on the left of the living room door.
4. The cooker is next to the bin, against the wall.
5. The washing machine is between the cooker and the sink.
6. The fridge is on the right of the dryer.
7. The broom cupboard is in the corner near the fridge.
8. The table and chairs are in the middle of the room.
9. The mat is in front of the sink.
10. The food cupboard is against the wall opposite the washing machine.
11. The vegetable rack is between the dryer and the food cupboard.
12. The dog basket is in the corner on the right of the living room door.

Read each description properly and ask them to draw at the worksheet

d. Feedback

- Ask them to compare their work.
- Ask similar question to have practice of the use of preposition

e.g. 1. When is the dryer?
2. Is the dryer near the wall?

6. Follow Up:

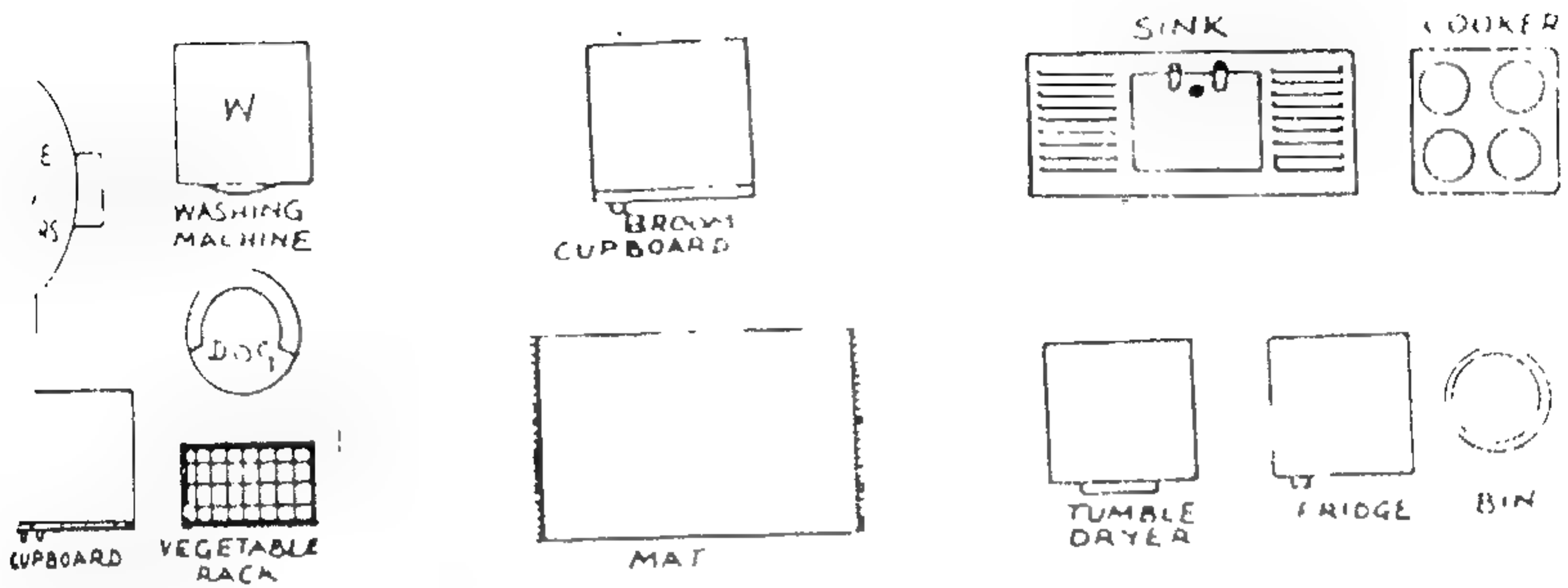
Draw the sketch of your mother's kitchen

Level: 5
Term: 1
Week: 5
Day: 2

Worksheet

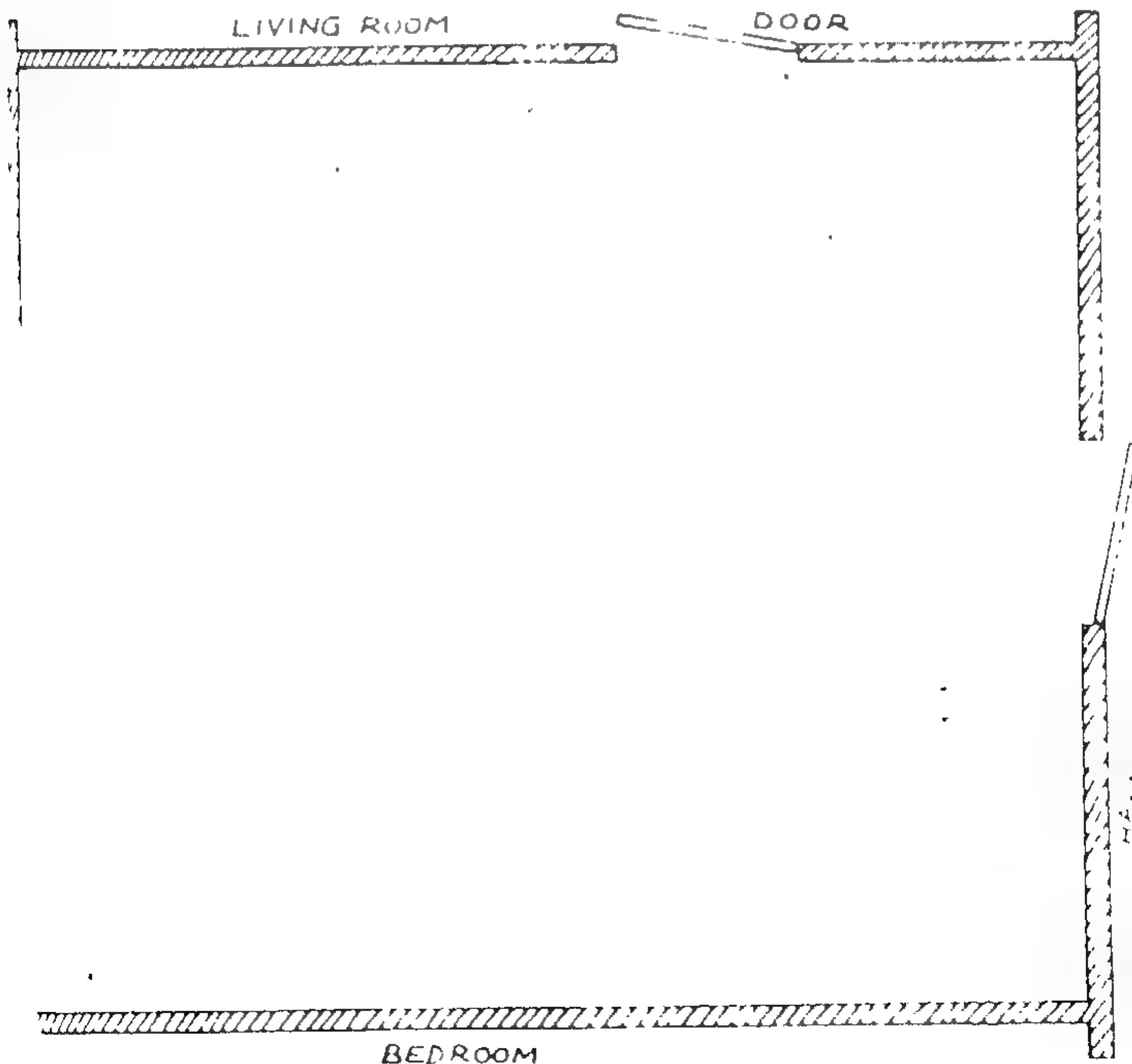
Communication

FIXING UP THE KITCHEN



What to do

Draw or trace the plan of the kitchen.
Put all the things in their right place on your plan.



Level:		
Term:	Lesson Plan	Writing
Week: 5		
Day: 3, 4		

1. Objectives: The learners will be able to:
learn the use of No Artic
2. Function: Writing accurately
3. Activity: Exercise
4. Material: Worksheet, chart

5. Procedure:

- a. - Prepare a chart with the following (use two colours) Display the chart on the board and explain the proper use of definite article
 - The and where it is not required. Write few examples on the board.

We do not use the definite article the when we talk about things in general.

Things in general

_Cats are my favorite pets.

Ann love _ music

Definite things

The cats are in the garden

The music is very loud

b. Worksheet (Pair Work)

Task 1

Task 2

Task 3

Explain each task properly. Ask them to do one take at a time. They should move the next task after peer checking and feedback

6. Follow Up

Repeat Task 3

Level: 5

Term: 1

Week: 5

Day: 3 & 4

Work Sheet

Writing

No Article

Task 1: match a line.

A	B	C
Cats	live	uniform.
Policemen	look after	cars.
Mechanics	write	teeth.
Children	wear	for newspaper
Word Processor	eat	in Africa.
Dentist	go	fish.
Journalists	mend	expensive.
Elephants	are	to school.

Task 2: Each sentence has a mistake. Find it and correct it.

Example

John is on the holiday

I am a teacher.

- Her name's Anna. She's doctor
- She has the flat in London.
- I go to the work by car.
- We have the dinner at eight o'clock in the evening.
- John always stays in the bed late on Sunday morning.

Task 3: Put a, the, or, nothing into the gaps.

Example

_____ English is easy.

- _____ students in this class aren't lazy; they work hard.
- Please, have _____ lunch with us.
- What time do you go to _____ school?
- Can I have _____ cheese sandwich, please?
- What do you do in _____ evening.

Level 5 Term 1 Week 5 Day 5

Note: Do not write any thing on book.

Do page 9 from Get Ahead English Book 6

Assessment # 5

Note: Take the assessment in copies.

Task 1

Each sentence has a mistake. Find it and correct it.

Example: I am student..... I am a student.

- A Her name's Anny.
- B She has the flat in London.
- C I go to the work by car.

Task 2

Put 'a' or 'the' into the gaps.

- A Please, have _____ Lunch with us.
- B What do you do in _____ evening?
- C I have _____ pencil in my bag.
- D Can I have _____ cheeses sandwich, please?

Level: 5

Term: 1

Week: 6

Day: 1

Lesson Plan

Communication

1. Objectives: The learners will be able to:
 - focus on sounds and their impression
 - focus on poems that have no rhyming lines
2. Function: Understanding the sound impressions
3. Activity: Task on Poem
4. Material: Worksheets (**Drip drip splash slosh**)

5. Procedure:

a. Procedure

Prepare your class that they are going to read a poem about getting up in the morning. But the poem does not have rhyming lines, but it has some sounds which describe impressions

b. Worksheet (Pair / Group Work)

Task 1

Level: 5

Term: 1

Week: 6

Day: 1

Worksheet

Communication

Drip drip splash slosh off the School

I wake up
Owwwwwww.
Toss the overs off my bed
Fo-lop
Have a wash
Drip, drip, splash, splosh.
Thurrrrrrrr
Goes the kettle
I eat my breakfast
Snap, crackle, pop, crunch, slurp, crunch
The marmalade runs down my chin
Helpless
Outside the wind howls like a ghost
Bump, bump,
Goes the rain on the caravan roof.
Dad goes off to work
Brummmmmmm.
Mum does her dusting
Tissss, rub, rub
And me, poor me,
I have to go to school.
Yuk!

Task 1: **Make a list of all the sound noises in the poem. (we've done two for you)**

Fo-lop, thurrrrrrrr

Task 2: **Which sounds do you like best? _____**

Task 3: **What do you think, James eats for breakfast? _____**

Task 4: **How do you think his dad travels to work? _____**

Task 5: **Do you think james likes school? _____ how can you tell?**

Task 6: **Notice that every line has something interesting to say.**

Which line do you like best ? _____

Explain why. _____

Level: 5

Term: 1

Week: 6

Day: 2

Lesson Plan

Communication

- 1. Objectives:** The learners will be able to:
- to describe a person
 - to use adjectives for description
- 2. Function:** Describing people
- 3. Activity:** Dialogue Practice
- 4. Material:** Worksheets
-

5. Procedure:

a. Talk about their younger sister and brother.

b. Prepare your class for dialogue exchange

c. Worksheet

- Explain the situation given in the picture
- Dialogue practice (as suggested in the orientation pages)

d. Further Practice

Ask them to take the words from the worksheet and substitute them in the dialogue for role play

6. Follow Up:

Describe any child for your family, you like.

Level: 5
Term: 1
Week: 6
Day: 2

Worksheet

Communication

talk

about the new baby



Task 1:

Seema: What a pretty baby!
Amna: She's my sister.
Seema: Look, her face is round.
Amna: Yes, and her hair is soft and curly.
Seema: And her nose is pointed.
Amna: But no one in my family has a pointed nose.

Task 2: Further practice

Substitute the word in the dialogues and practice in role play.

Child / my niece/ my nephew
younger sister/ cousin

cute/ lovely /sweet
blue / green eyes
brown / black hair
fair / pink complexion
pink lips

Level: 5

Term: 1

Week: 6

Day: 3 & 4

Lesson Plan

Reading

1. Objectives: The learners will be able to:
use short form of the words (Abbreviation)
2. Function: Using contraction for fluency in writing
3. Activity: Word Exercise
4. Material: Worksheets (2 pages)

5. Procedure:

a. Explain that

"We often use abbreviation and contraction in speaking and writing both because it gives beauty to the language"

b. Worksheet (Pair Work)

- Focus on each task separately and explain it on the board by taking different examples.
- Ask them to do one task at a time.
- Have peer checking before feedback

Note: If you have more time, add more words in each type and ask them to do.

6: Follow Up:

Write five sentence of longer form from Task 4 and ask them to rewrite using shorter form.

Level: 5

Term: 1

Week: 6

Day: 3 & 4

Worksheet

Writing

Getting Shorter

Task 1: Abbreviation

We often use abbreviation for names and we don't want to write out full.

PTV Pakistan Tele Vision

PIA _____

HM _____

USA _____

UK _____

Task 2: Initials

We write initials (letters) for names, using full stop

Mohammad Jameel Ahmad M. Jameel Ahmad

Sayed Zahoor Shah _____

Shair Ahmad Awan _____

Mehnaz Lodhi _____

Abdul Hameed Khatak _____

Task 3: Measurement

We use abbreviations in measurement but don't need a capital letter.

Km Kilo meter Kg _____

Cm _____ mm _____

Km

Level: 5

Term: 1

Week: 6

Day: 3 & 4

Worksheet

Page 2

Writing

Task 4: Contraction

Sometime we shorten words by using contraction

- It's not Sunday today (It is not)
- I'm a doctor (It is not)
- They aren't my class follow (It is not)
- I can't drink hot tea (It is not)
- She's been working (It is not)
- I'll go home (It is not)
- Let's play together (It is not)

Rewrite these sentences using contraction.

- It is not so bit _____
- What is it called _____
- She does not like milk _____
- They have done well _____
- Let us go upstairs. _____
- He can not fly kite _____
- I did not go to school _____
- He was not at home _____
- I have got a new car _____
- They do not have much money _____
- She has got a big house _____

Level 5 Term 1 Week 6 Day 5

Note: Do not write any thing on book.

Do pages from Get Ahead English Book 6
10 & 11

Level 5 Term 1 Week 6 Day 6

Assessment # 6

Note: Take the assessment in copies.

Task 1 /5

Write a short paragraph about yourself. using 'can' and 'can't'.

Task 2 /5

Rewrite these sentences using contraction.

Example: It is not so hot It's not so hot.

- 1 What is it called?
- 2 They have done well.
- 3 Let us go upstairs.
- 4 I did not go to school.
- 5 She has got a big house.

Level: 5		
Term: 1	Lesson Plan	Communication
Week: 7		
Day: 1		

1. **Objectives:** The learners will be able to:
- learn the sounds and spelling of the words, containing
 - Silent letter - h

2. **Function:** Practicing the Pronunciation

3. **Activity:** Pronunciation Task

4. **Material:** Worksheets (Silent Letter 'h')

5. Procedure:

- a. Prepare your class for leaving pronunciation and spelling
- Ask them to give you some letters which remain silent in words. Write them on the board.

b. Write the focus letter – h – on the board and also write few examples.

c. Worksheet

Explain each task one by one and ask them to do one at a time

- Task 1:** Say the words in the boxes properly and students repeat after you.
- Task 2:** Circling the odd word which is not pronounced like other words.
- Task 3:** Ask them to find words for examples of each rule
- Task 4:** Students find the words which have silent – h

6. Follow Up:

Repeat any task

Level : 5

Term: 1

Week: 7

Day: 1

Worksheet

Silent - h

Task 1: Listen to the words and practise saying them

Heir	Perhaps	Whale
Honest	Rheumatism	When
Hotel	Rhyme	Whisky
Hour	Rhythm	Whole
Honour	rhinoceros	white

Task 2: Circle the odd words in each group and say why it is different.

Task 3: Look at the words in the boxes above and find examples for the rules.

a. h – is usually pronounced at the beginning of a word.

b. H – is silent where it comes in the word.

c. rh – at the beginning of a word is always pronounced.

d. wh- at the beginning of a word is usually pronounced.

Task 4: Some of these words contain silent - h too. Cross out the silent – hs.

Yoghurts	exhibition	exhaust	straight
Harmony	heiress	sought	hire
Yehich	honour	herb	weight
Neighbors	hospital	sing	house

Level: 5

Term: 1

Week: 7

Day: 2

Lesson Plan

Reading

- 1. Objectives:** The learners will be able to:
 - to read the poem on a rhythmic way
 - to read the poem for pleasure
 - 2. Skill:** Reading Aloud
 - 3. Topic:** ' Wind on the Hill '
 - 4. Material:** Poem Page
-

5. Procedure

a. Pre – Reading

Talk about kit- flying

b. Poem page

Discuss the pictures on the page and ask few questions

c. Poem Reading

- d. - Follow the procedure as suggested**
 - See orientation pages at the back

e. Worksheet (Pair Work / Group Work)

Task 1:

Task 2:

Task 3:

6. Follow Up:

Write the poem in your copy book.

Level: 5

Term: 1

Week: 7

Day: 2

Poem Page

Wind on the hill

No one can tell me,
Nobody knows
Where the wind comes from
Where the wind blows.

It's flying from somewhere
As fast as it can;
I couldn't keep up with it,
Not if I ran.

But if I stopped holding
The string of my kite
It would blow with the wind
For a day and a night.

And when I found it,
Wherever it blew,
I should know that the wind
Had been going there too.

So then I could tell them
Where the wind goes . . .
But where it comes from
Nobody knows.



A A Milne

Level: 5	Worksheet	Date
Term: 1		
Week: 7		
Day: 2		

Task 1: Find the rhyming pairs of words from the poem.

<u>knows</u> + <u>blows</u>	_____ + _____
_____ + _____	_____ + _____
_____ + _____	_____ + _____

Task 2: Read the poem again and find the action words for Wind.

Wind _____.

Wind _____.

Wind _____.

Wind _____.

Task 3: Draw a kite.

Level: 5	Lesson Plan	Writing
Term: 1		

Level: 5		
Term: 1	Lesson Plan	Writing
Week: 7		
Day: 3		

1. **Objectives:** The learners will be able to:
 - write thank you letter
 - write informal letter
2. **Function:** Saying Thank You
3. **Activity:** Letter Writing (Informal)
4. **Material:** Worksheets, chart

5. Procedure:

- a. - Explain to them that "saying thank you is very important but saying I in a letter is a special way of saying Thank you". You can say thank you for a lot to things. Than you letter is an informal way of writing.
 - Notice the following things in Thank you letters
 - Write the following on a chart and display it on the board.
 - Informal letters can be written to the elders who are close you and also to the friends.
 - Writing address is not compulsory
 - Date is must
 - Notice the use of comma – only at the beginning and at the date
 - Letter starts with Dear / My dear.....
 - First line starts with thank you words
 - Write few lines about the things you are saying thank you.
 - Add some news.
 - End the letter with..... Love from on a separate line.
- b. Check and asking oral questions about the chart instructions
- c. Worksheet

- Task 1:** Explain the task and ask them to read silently. Then ask oral questions about the letter. The questions should highlight the points of the chart instruction.
- Task 2:** Divide the class in groups. Assign each task to the different groups. If group are more in number, you can repeat the topic or you can add more situation.

d. Peer checking and Feedback

- Students exchange there letter for peer checking
- After peer checking, each group read out the letter to the class.

6. Follow Up:

Ask them to rewrite the letter. taking a different situation.

Level: 5	Work Sheet	Writing
Term: 1		
Week: 7		
Day: 3		

Task 1: When Saad gave a story book to his friend, Baber to read, he wrote this letter to Saad. Tread this letter.

20th October,04

Dear Saad,

Thank you very much for the book. It was very interesting. I like to share it with any sister and friends. I'll return it after a week. Today we in playing a football match at school.

Love from

Babar

Task 2: Write a thank you letter to one of these for the things he or she did for you.

- Your mother for purchasing a dress for you.
- Your father for bringing a camera for you.
- Your friend for a birthday present.
- Your teacher for arranging a trip to Islamabad.

Level 5 Term 1 Week 7 Day 4

Note: Do not write any thing on book.

Do page 12 from Get Ahead English Book 6

Level 5 Term 1 Week 7 Day 5

Note: Do not write any thing on book.

Do page 13 from Get Ahead English Book 6

Level 5 Term 1 Week 7

Day 6

Assessment # 7

Note: Take the assessment in copies.

Task 1

/4

Circle the words having silent 'h'.

White herb weight harmony

Neighbor hospital honest

Task 2

/6

Write a thank you letter to your mother for purchasing a dress for you

Level: 5	Lesson Plan	Communication
Term: 1		
Week: 8		
Day: 1		

1. **Objectives:** The learners will be able to:
 - focus on the words which have silent
 - learn the sounds and spelling
2. **Function:** Practising the correct pronunciation
3. **Activity:** Word Puzzle Game
4. **Material:** Worksheet (Silent letter - w), chart

5. Procedure:

- a. -Prepare class for learning pronunciation of the words which have some silent letters in them.
 - Ask them to give you such words
- b. Write the focus topic on the board with the examples.
- c. **Worksheet**
Write the following lines on a chart and display it on the board. Read the lines aloud and then ask our students to read.
 - “When w comes before the letter r or the letter h and o
 - it remains silent answer. Two. who”
- d. **Worksheet**
Explain the task properly and ask them to work in pairs. They should take help from the classes, given at the worksheet. Discuss orally the first one (only) and tell the answer.

Answers

- | | | | | | |
|--------------|------------|-----------|------------|---------|------------|
| 1. two | 2. write | 3. whole | 4. wrong | 5. week | 6. Written |
| 7. Wriggle | 8. Wrap | 9. write | 10. who | | |
| 11. Wrestler | 12. answer | 13. sword | 14. Wealth | | |

6. Follow Up:

Write any two words which have silent letter – w

Level: 5	Worksheet	Communication
Term: 1	(Silent Letter w)	
Week: 8		
Day: 1		

Level: 5

Term: 1

Week: 8

Day: 1

Worksheet

(Silent Letter w)

Communication

Task 1: Fill in the cross word. All the words have silent letter – w

Clues

1. One and one
2. Ankle is to foot as Is to hand W
3. Two halves make a W
4. Not right..... W
5. The Titanic is very famous..... W
6. A line on the face is called a W
7. Worms.....when the move W
8. Peoples often..... presents up in
coloured paper before the give them W
9. Put words on paper W
10. Starts a question about someone W
11. Fighter who tries to throw someone to the
Ground without hitting them W
12. Reply to a question
13. Long metal blade uses as a weapon
14. Circle of flowers to put on someone's grave

Level: 5

Term: 1

Week: 8

Day: 2

Lesson Plan

Communication

- 1. Objectives:** The learners will be able to:
- to use stress and intonation in speech
 - shift stress according to the sentences
- 2. Function:** Using stress for meaningful speech
- 3. Activity:** Stress shifting
- 4. Material:** Worksheet

5. Procedure:

- a. Explain to your students that rising and falling tone or use of stress charges the meaning and message of the sentences

e.g. **1. I went to Pindi**
(I went no where except Pindi)

2. I went to Pindi
(No one except me)

b. Worksheet

Task 1:

- Read the dialogue, putting stress on the dotted work
- Ask your students to follow you
- Discuss and ask why a different word is stressed in each answer
- Call two students for role play and ask them to say the dialogue with proper stress and intonation.

Task 2:

Examples

- a. - Have you found fifty ponds
- Have you lost fifteen pounds?
- Have you lost nine Dollars?
- Have John lost fifty ponds?
- Has you sister broken her arm?
- Has you sister cut her leg?
- Has you cousin broken her leg?
- Has Ann's sister broken her leg?
- Have the Smiths bought flat in London?
- Have the Baileys rented a flat in London?
- Have the Baileys bought a house in London?
- House in London
- Have the Baileys bought a flat in Birmingham?

Level: 5

Term: 1

Week: 8

Day: 2

Worksheet

Date

Level: 5

Term: 1

Week: 8

Day: 2

Worksheet

Date

Task 1: Listen to the dialogue below and mark the Mai... stress B's answer like this ○

a. A is your mother going to California? ○

B No, my mother's gong to California.

b. A Has you mother gone to New York?

B No, my mother's gone to California.

c. A Has your father gone to California?

B No, my mother's gone to California.

d. A Has Jane's mother gone to California?

B No, my mother's gone to California.

Task 2: Here are some more groups of answers with the stress in various places. Try to write a questions for each answer.

a.



No, I've lost fifty ponds.



No, I've lost fifty ponds



No, I've lost fifty ponds.



No, I've lost fifty ponds.

b.

My sister's broken her leg.



My sister's broken her leg.



My sister's broken her leg.



My sister's broken her leg.



c.

No, The baileys have brought a flat in London.



No, The baileys have brought a flat in London.



No, The baileys have brought a flat in London.



No, The baileys have brought a flat in London.

Level 5 Term 1 Week 8 Day 3

Note: Do not write any thing on book.

Do page 14 from Get Ahead English Book 6

Level 5 Term 1 Week 8 Day 4

Note: Do not write any thing on book.

Do page 15 from Get Ahead English Book 6

Level 5 Term 1 Week 8 Day 5

Note: Do not write any thing on book.

Do page 16 from Get Ahead English Book 6

Assessment # 8

Note: Take the assessment in copies.

Task 1

/10

Fill in the blanks by choosing a correct word.

- 1 Farhana has _____ books (much, many)
- 2 Do you get _____ time to play? (much , many)
- 3 There are _____ cars on the road. (much , many)
- 4 _____ passengers were sitting in the bus. (much , many)
- 5 I don't have _____ work today. (much , many)
- 6 Do you want _____ biscuits? (Some, any)
- 7 Would you like to buy _____ birthday cards? (Some, any)
- 8 I don't have _____ markers, but I have _____ pens. (Some, any)
- 9 I need _____ new books. (Some, any)